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NEWSLETTER *

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July 15, 1961 ..?

VOLUME 1, NO. 2

DRAFT
for revision

The second Newsletter follows the publication of volume II of the Association's Proceedings. It departs from the previous letter's content which you will remember concerned itself with problems and crises. The publication of a Newsletter on a regular basis is dependent upon the membership's interest. For the time being, the content will be entirely the work of the President of the Association. However, the talents of the membership must be reflected in its pages if it is to reflect the interests of the membership. Contributions to its pages are solicited. Items of interest, abstracts of research, notices of research in progress, findings of research, brief reviews of significant texts, argument about and discussion of findings, theories, and procedures in the field are all desirable for inclusion here. Members contribution will be identified for publication references.

Since the President cannot do editorial justice to items submitted, members are requested to submit typed, double-spaced, copy which has been subjected to editorial inspection. Copy submitted should be brief with maximum word limit at about 350. As the Newsletter develops, space may permit larger articles, etc.---but this, in turn will depend on the availability of funds to produce issues of the Newsletter.

The Newsletter will be distributed to members free of cost on, it is hoped, a quarterly basis. Should interest in it warrant distribution outside the Association's membership, a subscription charge will be established.
--Comments on this Newsletter venture requested.

DR. ALBERT J. MAZURKIEWICZ, President

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Attention Members:

The Office of Education (Washington D.C.) is engaged in a long-range project to improve the teaching of reading. As a first step, it plans to collect data on published and unpublished research in reading which has been completed at colleges, universities, research centers, and other places throughout the U.S. A report form has been prepared for this purpose. Information supplied on the form will be used to prepare an annotated bibliography describing important, sound research completed during the last five years. The second step will be the preparation of abstracts of significant unpublished research. The abstracts as well as other sources will be used for the third step: the writing of professional bulletins on various aspects of reading to illustrate how valid research findings may be applied in the classroom or clinic.

If interested in participating or to get on the mailing list for publications, write: Arno Jewett, Specialist for Secondary-School Language Arts
Department of Health, Education and Welfare

428.405

Office of Education
Washington 25, D.C.

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Section one: Items of Interest

Reading Disability Theory

News Item	Comment
An experiment with deanol, a drug to increase alertness and intelligence quotient (IQ), was reported successful yesterday.	The membership's attention is directed to the news item and to the theory formulated by Smith & Carrigan as reported in their volume, " <u>The Nature of Reading Disability</u> ", Harcourt, Brace and Co., New York, 1959. The author's implication as a result of research to establish the theory are as follows: (pp 90-91)
A report in the New York Journal of Medicine said all but three per cent of the 400 children in the experiment showed increased alertness and other improvements, but Dr. Leon Oettinger, San Marino, California, cautioned against too much optimism.	
"Improvement might be shown in 50 per cent of the cases in which it (deanol) is used," he said, "but useful improvement might be limited to 1 in 10 or 1 in 20".	
Deanol, manufactured by Riker Laboratories of Northridge, California, was described as acting like acetylcholine, a natural enzyme which serves as conductor between nerve endings, allowing impulses to jump the gaps between nerves.	

NOTE OF INTEREST:	
An inspection of notices from the Burrell Clipping Service indicates that the CRA meeting at Lafayette College was given a significant amount of coverage in the country's newspapers. Clippings received include the New York Herald Tribune as well as clippings from Illinois, Virginia, and states adjacent to Pennsylvania.	
Our annual meeting seems newsworthy!	

Although Dr. Albert J. Harris has criticized (Journal of Developmental Reading) the research model and the statistics of the study, the theory has not been rejected or disproved. Harris in a later note (Journal of Developmental Reading Spring 1961, p.203) admits evidence which seems to support the theory. The above news item indicated evidence which might be conjectured to have significance in support of the theory. Acceptance of the theory must await further research and the attention of the membership is called to the following description of the drug, Deanol as made available by Riker Laboratories with the hope that members will be interested in pursuing action research as well as controlled studies to determine:

- whether the drug really has any effect on the disabled reader.
- the extent and nature of such effect.
- the kind of disabled reader for whom such drug therapy is most effective.
- observable behavioral change at onset of therapy.
- rate of progress of instruction with therapy.
- dosage requirements.
- etc.

Needless to say, such a program can only be carried out with the cooperation of local medical personnel who should be responsible for prescriptions as well as for medical supervision of clients to insure that side-effects are checked on.

Laboratory Report

Riker Laboratories, Inc.

Deaner R-100

COMPOSITION: Each pink tablet contains 100 mg. of 2 dimethylamineethanol (Deaner base, generically termed deanol) as the para-acetamidobenzoic acid salt.

ACTION AND USES: Deaner-100 finds a broad range of usefulness in children with problems of behavior and learning that result from a variety of mental and emotional disorders: behavior problems such as unpredictability, social unadaptability, uncontrollable tantrums, perseveration, unusual emotional instability, etc.; learning problems such as inadequate intelligence, reading problems, short attention span, etc. Deaner-100 facilitates the stabilization of emotionally disturbed children, the release of increased amounts of productive energy, and the reduction of purposeless hyperactivity. It enhances the ability to learn, it frees the patient from the problems of dependency.

Deaner-100 differs pharmacologically from other preparations used in the same indications. Deaner base is a normal component of the human brain. Deaner-100 energizes without depressing the appetite or causing jitteriness. It does not affect the BMR, blood pressure or pulse rate. It does not interfere with other indicated therapy. It is not an MAO inhibitor. No dependency, tolerance problems, sensitization or serious side effects have been reported.

ADMINISTRATION AND DOSAGE: The recommended starting daily dose for children with behavior problems is 3 tablets (100mg each) taken as a single dose in the morning. After three weeks if satisfactory improvement has occurred, a single tablet (100mg) may be expected to maintain this improvement. However some children may require as much as 300 mg per day for maintenance.

CONTRAINDICATIONS: No absolute contraindication is known. Grand mal epilepsy and mixed epilepsy with a grand mal component are relative contraindications.

HOW SUPPLIED: Pink scored tablets in bottles of 50.

Section Two: Summary Research Abstracts

A regular feature of the Newsletter will be abstracts of completed research. Contributions to this section are solicited. To avoid duplication of efforts, members may wish to write indicating that they desire to be responsible for all reading and related research abstracts of a particular journal and that they will make regular contributions of these abstracts following the publication of a given journal issue. The President of the Association in his capacity as interim editor of the Newsletter will confirm assignments on a first come basis. Contributors should observe the format of abstracts given below and should restrict copy to no more than 200 words, with a lesser amount desirable.

Drug Therapy	Meprobamate & Learning	Techniques	Remedial Reading
<u>A-1</u>	<p>Some Effects of Meprobamate on Human Learning Burnstein, Eugene and Dorfman, Donald Journal of Psych., 1959, 47, 81-85</p> <p>The experiment involved a pop. of 61 between the ages of 22 and 28 at the U. of Mich. S's were randomly assigned to meprobamate (n=29) or placebo (n=32) treatment and the drugs were admin. in a double-blind fashion. Three times the usual dose of meprobamate was admin. Given five trials, the S's were instruc. to learn a list of 12 paired associates taken from Haagen's word list; words were chosen so as to produce high inter-item competition. The learning task consisted of correctly anticipating and writing the response word of each pair before the buzzer sounded (1.7 secs. after presentation of the stimulus word.) Experiment shows the S's under the drug learned material signif. more rapidly than S's under placebo - as "predicted from Hull's conceptualization of anxiety or emotionality as directly reflecting the drive level."</p> <p>14 refs.</p>		
		<u>A-3</u>	<p>Results of Three College Level Remedial Reading Procedures Spache, George, Standler, Lloyd, Neville, Donald Journal of Develop. Reading, 1960 (Autumn) 4, 12-16-98</p> <p>Students in the reading clinic were assigned to one of three instructional procedures in order to determine if the individual approach would compare favorably with the conventional classroom approach. 30 were placed in a class centered around a reading workbook; 53 in a class centered around an audio-visual instrument. Both groups met in class twice a week and worked independently once a week. 15 worked on an individual basis. Each student worked independently 3 times a week on material selected to help him in his particular area of deficiency. Prior to procedures, 3 groups were given reading tests and a locally prepared Inventory of Reading Habits and Attitudes. At the end of 6 weeks, all were retested. The study shows that the 3 procedures are equally effective in terms of rate of reading, vocabulary, and reading comprehension, but "the individualized approach was significantly more effective in producing changes in reading habits and attitudes".</p> <p>3 refs.</p>

Techniques

Empathy

A-1

The Relationship of Empathy and Projection to Reading in Literary and Non-literary Materials
Alpert, Harvey - Journal of Develop. Reading, 1958 (Spring) 1, 22-29-101
College fresh. and soph. students were used for this experiment (71 f., 30 m.) All were dormitory residents and had lived with same roommate for at least one semester. 6 variables in this study: empathy, projection, reading comprehension in literary and non-literary material, intelligence, personality adjustments. Bender and Hastorf's Empathy Scale was used. The study shows a significant and negative relationship between projection and reading in non-literary materials and intelligence. The negative relationship indicates that the more intelligent an individual is, the less he tends to project his emotions on others. The relationship between reading comprehension in literary and non-literary materials indicates that there is a unitary skill in reading, but high reading ability in one area does not imply high reading ability in other areas. Personality adjustment affects reading ability. Contrary to previous research this study shows that as maladjustment increases, reading ability increases. Projection is high in females reading literary material (not true in males) "Empathy seems to have little relation- ship to an individual's ability to read factual or literary materials."

5 refs.

Techniques

Medial Testing

A-2

The Effect of Medial Testing
Sayles, Daniel - Journal of Develop. Reading (autumn), 1958 2, 43-47
This experiment attempted to prove the effectiveness of medial testing as an instructional procedure. Male and female college students enrolled in the 6-week reading improvement program took part. The original group has 126 and of these 82 completed the experiment. Students joined one of 8 classes that suited their schedules. 4 classes (total of 37 students) formed the control group. D.R.T. was given to all classes plus a test to measure introversion-extroversion and anxiety. To control the instructor variable, each of the 4 instructors taught one E and one C group. The E group was given a reading test 2 weeks before the final reading test; the C group was not. This medial testing proved to have an adverse effect on the final testing, since the final rate of comprehension scores of the C group were significantly higher than the E group. "The final scores of anxious students are depressed by the experimental procedure, and those of the other students are in no way improved. ----The effectiveness of medial testing as an instructional procedure was not confirmed."

2 refs

Diagnosis	Free-Response	Comprehension	Disability
A-1	<p>The Diagnosis and Treatment of College Difficulties Using Patterns of Symptomatic Statements Raygor, Alton; Vance, Forrest; Adecock, Donna - Journal of Develop. Reading 1959 (autumn), 3, 3-7.</p> <p>This study is the result of a search for a method of developing "symptomatic . . . syndromes independent of preconceived notions of what the basic kinds of reading disability might be." To obtain the basic data to develop a diagnostic test for the treatment of college reading difficulties (including emotional and attitudinal variables) 67 students in the reading clinic were asked to make specific, descriptive statements of their reading. These self-statements were sorted and classified as ability and emotional. They were placed on a true-false questionnaire (Diagnostic Reading Inventory) The rate of comprehension of each student was correlated with the results of the D.R.I. From these data it is clear that self reports of emotion are related to reading ability. The statements were classified as positive, negative, neutral toward reading. The D.R.I. was then administered to 67 in the reading clinic (40 men, 27 women) and not in the clinic (7 men, 20 women) The data indicate that there are gross differentiations between clinic and non-clinic students toward reading. This supports the belief that free response techniques will provide a meaningful basis for the classification of reading disabilities. "Item analysis has provided a set of self-descriptive statements which predict measured reading ability about as well as mental ability tests." 2 refs.</p>	<p>A-1</p> <p>Factors Associated With Comprehension Deficiency of College Readers Hill, Walter - Journal of Develop. Reading, 1960 (winter) 3, 84-93</p>	<p>Tests were given to 164 college freshmen (77 classified as "adequate" readers -- 87 "deficient" readers) to determine the possible significant differences in reading skills, verbal and non verbal intelligence, personality, experiential background, and academic status -- that might exist between "adequate" and "deficient" readers. The study also proposed to investigate the hypothesis that "disability in reading comprehension at the college level is indicative of a more general and more basic deficiency." It was found that the "deficient" readers were weak in recognition vocabulary, making inferences, and in identification of idea relationships. They also has a leaning toward anti-social behavior, owned fewer personal books, were identified more closely with their fathers. A larger number of the "adequate" readers had higher IQ's, had a significantly higher high school and first semester college grade point average - fewer were on probation - large number of parents were in the professional or managerial group. "It would appear that college students with deficient reading comprehension -- are characterized by a general and more basic inadequacy, and that their reading deficiency may be a manifestation of this more general and more basic deficiency." 5 refs</p>

The Next Issue: Distribution about October 15, 1961

Copy Deadline: September 15, 1961

Feature:

Items of Interest - The Wood Dynamic Reading Process. Some insight based on observation, discussions with students, and a five-hour interview with Mrs. Wood and Staff. The procedures involved will be discussed.

